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THE UNIVERSITY OF ALBERTA

THE SELECTIVE NATURE OF ALBERTA
SECONDARY SCHOOLS

A DISSERTATION
SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION

FACULTY OF EDUCATION

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CHAPTER I

INTRODUCTION

The purpose of this investigation is to determine if there is a selective principle in our so-called universal secondary education. The major problems involved are the following:

1) From what occupational groups do high school students come and how does the proportion vary from occupation to occupation?

11) What electives do children from the different occupational groups choose?

111) Is a pupil's choice of subjects determined by the A, B or C standing obtained in Grade IX? Does the economic status of the parents influence a pupil's choice of electives?

1V) How many pupils from the different occupational groups stated their intentions of going to University? Of attending Normal School?

V) In what occupational groups did students answering the questionnaire state that they hoped to go to Normal? From which groups do we expect to find, in the next four years, the future teachers of Alberta?

The answers to these problems will be found in the following chapters.

First, it is pertinent to deal briefly with the nature of the courses offered in the Alberta high schools.

The Secondary School Curriculum

The second revision of the secondary-school curriculum for the Province of Alberta was completed in 1939. This revised program of studies for the high school includes a greater diversity of curricular

opportunity and is designed to meet the needs of all adolescent boys and girls, who "vary greatly in capacity, aptitudes and interests."

The program does "not require all students to take the same subjects of instruction or to attain the same standards of achievement." In the first year there are only three compulsory subjects; namely, English, Social Studies, and Health and Physical Education. In the second and third years there are only two compulsory subjects, English and Social Studies. The student is therefore free to choose in any school from all of the subjects of instruction which are available. There is no mark of prestige attached to any particular selection of subjects. All students who complete the program are entitled to the same High School Diploma.

Departmental examinations are given only at the conclusion of the students' high school program and then only in the compulsory subjects, English and Social Studies, and in certain other subjects which are required for admission to the University.

Many types of activity which formerly were considered as extra-curricular are now incorporated in the classroom program; for example, activities in Dramatics, Music, Journalism and Physical Education.

High school entrance: Students who proceed to Grade X work are required to have complete Grade IX standing, and to have been promoted to Grade X by the High School Entrance Examination Board. The Grade IX Diploma (Grade A, B, or C) is evidence of such promotion.¹

The following schedule governs promotion from Grade IX to the high school:

Grade A: 60% or over; unconditioned promotion.

¹ "Programme of Studies for the High School" -- Regulations, pages 5-7

Grade B: 45% - 60%; restricted promotion. Pupils may not elect more than two subjects from (1) Algebra or Geometry; (2) Physics or Chemistry; (3) Latin, French or German.

Grade C: 30% - 45%; conditional promotion. Pupils may not take any of the following: Algebra, Geometry, Physics, French or German.

Grade D: Under 30%; failure. Pupils must repeat Grade IX course.

After the successful completion of three years of the new revised program for high schools in Alberta, the student receives a High School Diploma. This diploma is a complete record of the student's work: a complete list of all subjects taken, with the number of credits and the letter grading obtained in each subject. One hundred high school credits are the minimum requirement for the High School Diploma and must include the following:

"(I) 33 credits for the compulsory subjects: English 1, 2, 3, Social Studies 1, 2, 3, and Health and Physical Education 1.

(II) At least 14 credits for subjects of the third year, with credits for English 3 and Social Studies 3 included.

(III) At least 50 credits, with 14 abovementioned included, for subjects of second and third years.

(IV) At least 12 credits for Commercial, Technical and General electives of the first and second years.

To be accepted by the Alberta Normal Schools, the High School Diploma must include at least 100 credits, with credits for General Mathematics 1 and General Science 1 excluded and with "B" standing at least in the following subjects:

English 1, 2, 3

Social Studies 1, 2, 3

Algebra 1

Health and Physical Education 1

Geometry 1

Physics 1 or Chemistry 1

Biology 1 or Biology 2

Art 1

Music 1

The above subjects are listed as they were at the date of October 31, 1941, the date on which this investigation was started.

The general requirements for Matriculation, as of October 31, 1941, were as follows:

(I) English 3

(IV) Algebra 2

(II) Social Studies 3

(V) Geometry 2 and Trigonometry

(III) A third unit of a foreign language

(VI) Physics 2

(French, Latin or German)

(VII) Chemistry 2

Different faculties of the University of Alberta make slightly different Matriculation demands.

It is interesting to see how students coming from the various occupational groups react to this new revised program.

A child's choice of options is limited by -

- i) his individual preference
- ii) standing obtained in Grade IX
- iii) 105 credits necessary to obtain Grade XII diploma
- iv) availability of options in the high schools.

The schools in Edmonton may be classified as follows:

1. Academic high schools, where only the general options are taught:

Victoria High School

Eastwood High School

Strathcona High School

Westglen High School

2. Composite high school, where general and commercial options are taught: Strathcona Composite High School
3. Technical High School, where all the technical options are taught.
4. McDougall Commercial High School, where all the commercial options are taught.

There are three reasons why all these options are not available in all the high schools: in Edmonton:

1. The teachers are not qualified to teach these options.
2. School buildings are not properly equipped for the teaching of them.
3. There is not sufficient money available to provide for them.

Data with respect to the occupational groups were acquired from questionnaires sent to the Edmonton high schools, October 31, 1941. A notice of the investigation, accompanied by a questionnaire and a letter of explanation, was sent to each high school teacher in Edmonton, before October 31, 1941. The children were not required to give their names, in order to avoid any embarrassment concerning home conditions and economic status. A copy of the questionnaire and instructions to the teachers is included at the end of this chapter. Figures taken from the Dominion Census, 1936, corroborate the findings in this report.

In the classification of occupations in the questionnaire, twenty occupations were included. These twenty occupations have been reorganized into ten occupational groupings.

Occupational Group Numbers

1 and 3: Managers and Proprietors

(Numbers 1, Proprietors, and 3, Managers, were combined into one occupational group.)

2: Professional men

4 and 5: Clerical and Commercial Service

6: Farmers

7 - 11: Trade and Industry

(The following numbers were combined: 7, Artisan-Proprietors, 8, Building and related trades, 9, Machine and related trades, 10, Printing trades, and 11, Miscellaneous trades in manufacturing and mechanical industries.)

12: Transportation Service

13 and 14: Public and Personal Service

15: Miners, fishermen, loggers

16: Laborers

17 and 20: Unclassified (retired, deceased, questions unanswered)

Gainful Occupation

In the Dominion Census, 1936, gainful occupation is defined as follows:

"In census usage, a gainful occupation is one by which the person who pursues it earns money or in which he assists in the production of marketable goods. Persons unemployed at the census date who have previously been gainfully employed are included among the population with gainful occupation, if they are seeking employment on that date."

Therefore in our estimates the numbers on relief in each occupational group have been included with the number gainfully employed.

Occupational vs. Industrial Classification

In the tables classifying the gainfully occupied by (a) occupation and (b) industry, the terminology used to describe the groups of divisions into which the occupations or industries have been arranged is much the same, although the meaning is somewhat different. The group "Manufacturing", for example, in an occupation table includes all persons following so-called "processing" occupations (that is, directly engaged in the process of manufacture and repair), irrespective

of whether they are employed by manufacturing firms or by mining, construction, transportation, etc. industries. On the other hand, in an industry table, the group "Manufacturing" includes only such persons in processing occupations as are employed by manufacturing firms. It also contains, however, all persons in commercial, transportation, clerical and other occupations that are found in the manufacturing industries. A distribution of the gainfully occupied by occupations is given in Table I, page 12.

Questionnaire

(1) Date _____ (2) School _____

INFORMATION ABOUT YOU

(3) Sex _____ (4) Age: yr. mo. (5) Is your home in the city, in a town, in a village, or in the country? _____
(6) Grade in high school (X, XI or XII) ____, (7) Did you obtain A, B, or C standing from Grade IX? ____, (8) How long do you expect to go to school? Ans: Until _____ years of age.
(9) Do you expect to go to university? ____ (10) To normal school? ____
(11) Turn over this page. On the top half there is a list of high school subjects. Draw circles around the numbers after each subject to show which units you have passed successfully. Put an X on each number that indicates the subject you are studying now. Thus: If you have passed English 1 and 2 and are now enrolled in English 3, mark the first line thus: English ① ② X. If you have passed English 1 and are enrolled now in English 2, mark it -- English ① X 3. If you are now enrolled in English 1, mark it thus: English ① 2 3.

INFORMATION ABOUT FATHER

(12) Living? _____ (13) Country of birth _____
(14) Has he had a steady job during the last five years? _____
(15) Is he owner or part owner of the business in which he works? _____
(16) Does he pay for life insurance? _____ (17) Does he pay income taxes? _____ (18) Does he own or rent your home? _____
(19) Does he own a car? _____ (20) What make? _____ (21) What year? _____
(22) What is (or was before the war) the occupation of your father or guardian? To answer this question read carefully the list of vocations on the back of this page (bottom half). Underline the proper one if it is in that list. If it isn't there, write it in the blank space at the end of the group to which it most naturally belongs.

INFORMATION ABOUT MOTHER

- (23) Living? _____ (Country of birth) _____
(25) Helping to support family? _____ (26) If so, how? _____
- _____
- _____

INFORMATION ABOUT BROTHERS AND SISTERS

- (27) How many brothers and sisters have you? _____ (28) How many of them are older than you? _____ (29) In what grade is each of them who is still attending school? _____
(30) How many of your brothers and sisters have quit school? _____
(31) In what grades were they when they left? _____
(32) What is each of them doing now? _____
- _____
- _____
- _____

INFORMATION ABOUT YOUR HOME

- (33) In the list below check each item that is found in your home.

- | | |
|------------------|----------------------------------|
| () piano | () vacuum cleaner |
| () radio | () ice refrigerator |
| () telephone | () electric or gas refrigerator |
| () typewriter | () bathroom |
| () writing desk | () bicycle |

Page 2

List of High School Subjects

- | | |
|--------------------------------------|--------------------------------|
| English 1 2 3 | Survey of English Literature 1 |
| Social Studies 1 2 3 | Law 1 |
| Health and Physical Education 1 2 | Sociology 1 |
| Algebra 1 2 | Psychology 1 |
| Geometry 1 | Economics 1 |
| Trigonometry & Analytical Geometry 1 | Creative Writing 1 |
| Chemistry 1 2 | Bookkeeping 1 1a 2 3 |
| Physics 1 2 | Stenography 1 1a 2 |
| General Mathematics 1 2 3 | Secretarial Training 1 |
| General Science 1 2 | Typewriting 1 1a 2 |
| Biology 1 2 | Office Practice 1 2 |
| Geology 1 | Woodwork 1 2 3 |
| Latin 1 2 3 | Metal Work 1 2 3 |
| French 1 2 3 | Electricity 1 2 3 |
| German 1 2 3 | Automotives 1 2 3 |
| Dramatics 1 2 | Printing 1 2 |
| Music 1 2 3 | Arts and Crafts 1 2 3 |
| Art 1 2 | General Shop 1 2 |
| Mechanical Drawing 1 | Fabrics and Dress 1 2 3 |
| Home Economics 1 2 | Homemaking 1 2 3 |
| Vocations and Guidance 1 | Needlework 1 |

(As soon as you finish marking the above list, turn back to question 12.)

List of Vocations

1. PROPRIETOR--Banker, broker, druggist, hotel-owner, landlord, laundry-owner, lumberman, manufacturer, merchant, mine-owner, publisher, shop-keeper, undertaker, _____
2. PROFESSIONAL SERVICE--Architect, artist, author, clergyman, dentist, engineer (civil, chemical, electrical, mechanical, mining), journalist, lawyer, librarian, musician, pharmacist, photographer, physical director, physician, social worker, surgeon, teacher, _____
3. MANAGERIAL SERVICE--Agent (express, railroad, steamship, telegraph), contractor, foreman, manager, official or inspector (private), official or inspector (public), superintendent, _____
4. COMMERCIAL SERVICE--Agent (real estate, insurance), buyer, clerk in store, commercial traveler, salesman, _____
5. CLERICAL SERVICE--Accountant, bookkeeper, canvasser, cashier, clerk (except in store), collector, _____
6. AGRICULTURAL SERVICE--Dairyman, farmer, fruit-grower, gardener, nurseryman, ranchman, stock-raiser, _____
7. ARTISAN-PROPRIETOR--Any artisan who owns the shop in which he works, including baker, barber, blacksmith, cabinet-maker, cleaner and dyer, cobbler, draftsman, electrician, machinist, milliner, plumber, printer, tailor, tinner, _____
8. BUILDING & RELATED TRADES--Cabinet-maker, carpenter, electrician, blazier, lather, mason, plasterer, plumber, sheet-metal worker, structural iron worker, _____
9. MACHINE & RELATED TRADES--Anglesmith, blacksmith, coppersmith, designer, draftsman, engineer (stationary), fireman (except locomotive & fire department), forgerman, founder, machinist, mechanic, millwright, molder, pattern-maker, tinsmith, toolmaker, _____
10. PRINTING TRADES--Bookbinder, compositor, electrotyper, engraver, linotyper, pressman, printer, typesetter, _____
11. MISCELLANEOUS TRADES IN MANUFACTURING AND MECHANICAL INDUSTRIES--Baker, bottler, brewer, cigar-maker, cobbler, cooper, dyer, grinder, meat-cutter, milliner, plator, choe-cutter, tailor, tanner, weaver, machine operator, _____
12. TRANSPORTATION SERVICE--Baggage-man, brakeman, chauffeur, conductor, drayman, engineer, (locomotive & marine), fireman (locomotive & marine), mail carrier, motorman, sailor, switchmen, yardman, _____
13. PUBLIC SERVICE--Detective, fireman (fire department), guard, policeman, sailor, soldier, watchman, _____

14. PERSONAL SERVICE--Barber, chef, cook, doorkeeper, janitor, launderer, porter, waiter, _____
15. Miner, lumber-worker, fisherman, _____
16. Common laborer, _____ 17. Occupation unknown.

(As soon as you have finished this list turn back to question 23.)

INSTRUCTIONS TO TEACHERS ASSISTING IN THIS STUDY

- 1.1 It is desired that this questionnaire be filled in by every high school student in your school.
2. There is no time limit but pupils should be asked to complete the form as quickly as possible.
3. KINDLY READ THE FOLLOWING PARAGRAPH TO THE CLASS BEFORE DISTRIBUTING THE QUESTIONNAIRES:

In a minute or two you will be given a questionnaire to complete. The information asked for is desired by the Canadian Council for Educational Research in order to find out what groups of boys and girls do or do not get a chance to go to high school and to university. Some of the questions are rather personal; others relate to your family. Please note that you are not asked to give your name. This is done so that you will feel free to answer all questions frankly. Please give us your whole-hearted cooperation. Try to answer every question but omit answering a question if you think your answer is just as likely to be wrong as right.

CHAPTER II

PARENTAL OCCUPATION AND TOTAL ENROLMENT

The writer has attempted to determine whether equal educational opportunities are available to all children of high school age in Edmonton.

Problem 1: From each occupational group, what percentage of children of high school age attends high school in Edmonton?

The data relating to Problem I are found in Table I.

The occupation of the father does influence a child's chance of going to high school in Edmonton. Children of professional men have a much greater chance of attending high school than have the children of unskilled laborers.

TABLE I
ESTIMATED PERCENTAGE OF CHILDREN OF HIGH SCHOOL AGE
ATTENDING HIGH SCHOOL IN EDMONTON, BY OCCUPATIONAL GROUPS

Occupational Group	Men, 35-65, gainfully employed	Estimated men, 35-65, gainfully employed, married	Estimated men, 35-65, gainfully employed, with children	Estimated no. of children of high school age	Recorded no. of children in high school	Redistribution of children from unclassified groups	Estimated no. of pupils in high school	Relative percentage of children of high school age in high school
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
1 and 3	2073	1339	1071	471	496	53	549	117
2	907	586	469	206	275	30	305	148
4 and 5	2689	1737	1390	611	484	52	536	87
6	372	211	169	72	324	35	359	--
7 - 11	2791	1803	1442	634	474	51	525	82
12	1976	1276	1021	449	313	34	347	77
13 and 14	1307	844	675	296	217	23	240	81
15	556	359	287	126	92	10	102	80
16	1987	1284	1027	451	88	9	97	21
All groups	14613	9439	7551	3316	2763	297	3060	

(1) See pp. 5 and 6.

(2) Census, 1936, pp. 922-928. (Occupations with less than 10 persons not included in census numeration.)

(3) The Census, 1936, reports 64.6% of all gainfully employed men, 35-65, as married. This percentage was applied to the figures in the preceding column to obtain an estimate for each occupational group.

(4) The Census, 1936, reports 80% of all gainfully employed married men, 35-65, with children. This percentage was applied to the figures in the preceding column to obtain an estimate of the number of families with children.

- (5) The total number of high school students of parents resident in Edmonton, 1941, was 3316. This represents 0.439 children per family for 7551 families (preceding column). The number of children for each occupational group was estimated by multiplying each figure in the preceding column by 0.439.
- (6) Data from survey questionnaires.
- (7) Two hundred and ninety-seven pupils did not report the occupation of their fathers. These were distributed in proportion to the number of pupils in high school from each occupational group (preceding column).
- (8) The percentages for Occupational Groups 1 and 3, and 2, are of course impossible. This is the result of arbitrary assumptions. The figures in Column 5 are estimated from the Census of 1936, and are probably smaller than such figures would be in the 1942 Census. However, it is reasonable to suppose that the relative positions of the figures in Column 8 are accurate.
- (9) In Occupational Group 6 (Farmers) the estimated number of children of high school age in Edmonton is 72, and the estimated number of pupils in high school is 359. This discrepancy is due to the fact that there are 287 children in Edmonton high schools whose parents are farmers living outside the city.

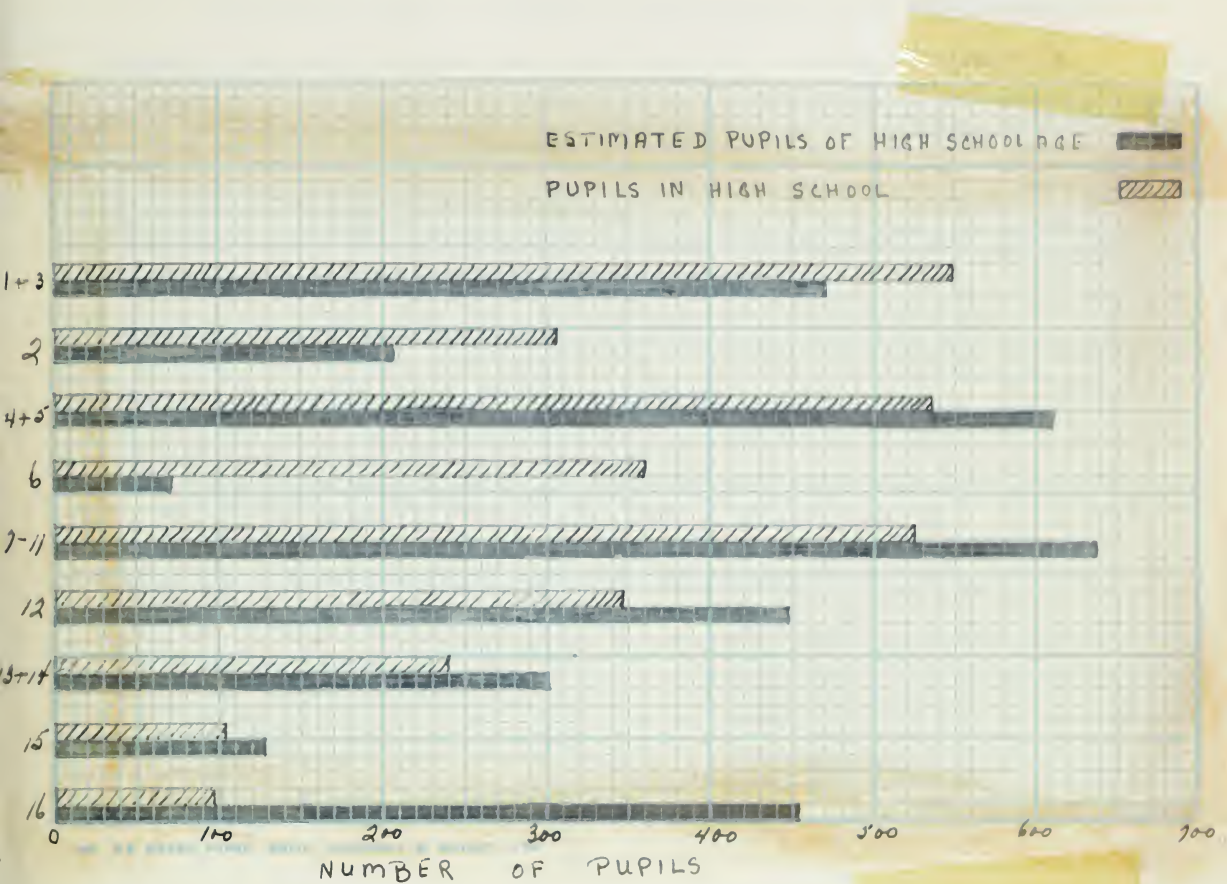


Figure 1.- Showing the pupils of high school age, and the pupils of high school age in high school in Edmonton, by occupational groups.

Thus, the children whose fathers are in Group 4 and 5 (Clerical and Commercial Service) have an 87% chance of attending high school; children of men in Group 7 - 11 (Trade and Industry) have an 82% chance; children of Group 12 (Transportation Service) have a 77% chance; children of Group 13 - 14 (Public and Personal Service) have an 81% chance; children of Group 15 (Miners) have an 80% chance; children of Group 16

(unskilled laborers) have a 21% chance.

The percentages of children of high school age in high school in Edmonton from each occupational group show that children of parents in the unskilled occupations do not have educational opportunities equal to those of children of parents in other groups.

Problem 2: How is each occupational group represented in the total high school population?

The data relating to Problem 2 are in Table II.

TABLE II

DISTRIBUTION OF HIGH SCHOOL POPULATION BY OCCUPATIONAL GROUPS

Occupational Group	Number* (from Questionnaire)	Percentage
1 and 3	496	16.2
2	275	9.0
4 and 5	484	15.8
6	324	10.6
7 - 11	474	15.5
12	313	10.2
13 and 14	217	7.1
15	92	3.0
16	88	2.9
17 - 20	297	9.7
All groups	3060	100.0

* The number of children in high school in Edmonton as of October 31, 1941.

15.8% of our high school population comes from group number 4 and 5 (Commercial and Clerical Service). Group 7 - 11 (Skilled tradesmen) has the next largest representation in high school with 15.5%. Group 16 (laborers) has the lowest representation, with 2.9%. It is obvious that there is a close relation between parental occupation and the privileges of secondary education.

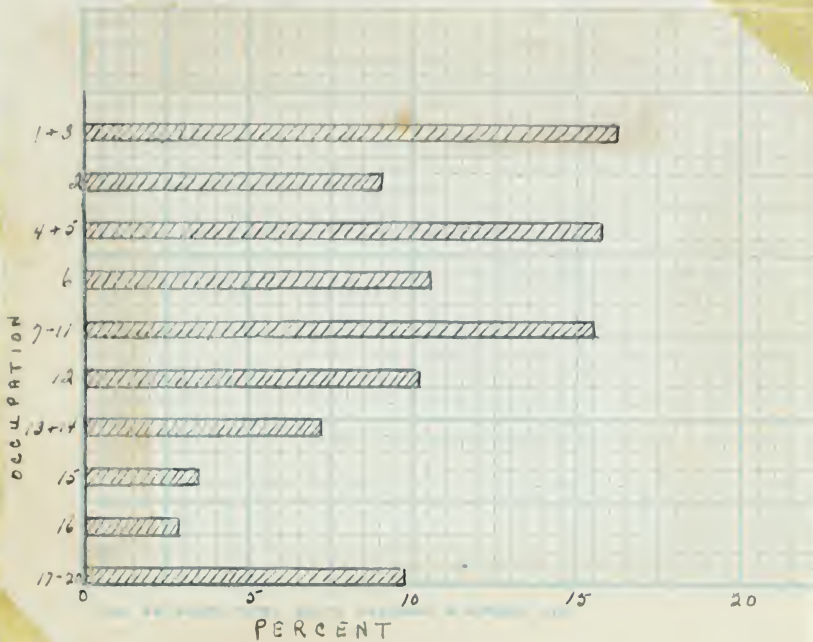


Figure 2.- Showing the percentage distribution of high school population by occupational groups. Percentages in Table II, page 14.



CHAPTER III

PARENTAL OCCUPATION AND THE COURSE OF STUDY

The Alberta high schools offer a large number of options from which a student may select his course. All students are required to take English 1, 2 and 3, Social Studies 1, 2 and 3, and Physical Education 1. These three subjects comprise about 33% of the total high school program completed by any one student. The remaining 67% may be chosen from a list of approximately 90 courses in Music, Art, Dramatics, Stenography, Woodwork, Mathematics, Science, Foreign Languages and other subjects.

Problem 3: What is the selection of options by pupils from the various occupational groups in Edmonton?

Data relating to Problem 3 are to be found in Table III. Of the options chosen, 39.9% are academic, 20.6% are general, 8.3% are commercial, 2.10% are technical and 1.3% are home economic.

TABLE III

SELECTION OF SUBJECTS BY STUDENTS BY OCCUPATIONAL GROUPS IN EDMONTON HIGH SCHOOLS

Students' Occupation	English and Social Studies	Academic		Gen.	Commercial	Tech.	Household Ec.	Total for columns 5,6,7		Total Subjects
		No.	%					No.	%	
and 3	2023	3146	46.6	1461	561	102	88	751	10.1	7381
2	1142	1939	46.7	755	229	46	29	304	7.3	4140
and 5	1953	2925	41.4	1447	557	89	81	727	10.3	7052
6	1397	2043	40.4	1059	382	113	60	555	10.9	5054
- 11	1802	2379	36.6	1365	657	182	113	952	14.6	6498
12	1214	1612	36.7	982	394	139	64	597	13.5	4405
- 14	767	1008	39.3	588	236	90	53	379	13.8	2742
15	361	501	30.4	270	84	48	10	142	11.1	1274
16	295	322	38.1	237	138	49	18	205	19.3	1059
- 20	1150	1581		847	410	85	74	569	13.7	4147
Totals	12104	17456		9011	3648	943	509			43752
Percent	27.6	39.9		20.6	8.3	2.1	1.3			

(Figures obtained from survey questionnaire)

English and Social Studies are compulsory subjects and all students are required to take them. These compulsory subjects amount to 27.6% of the total high school subjects taken. The electives, which include academic, general, commercial, technical and home economic subjects, make up 72.4% of the subjects taken in the Edmonton high schools. 39.9% of all subjects given in the Edmonton high schools are academic, and include the following:

Algebra 1 and 2	Chemistry 1 and 2
Geometry 1 and 2	Latin 1, 2 and 3
Physics 1 and 2	German 1, 2 and 3
French 1, 2 and 3	

The general subjects taken comprise 20.6% of the total, and include the following:

Dramatics 1 and 2	Music 1, 2 and 3
Art 1 and 2	General Mathematics 1 and 2
General Science 1 and 2	

8.3% of the subjects taken are commercial, and include the following:

Bookkeeping 1, 2 and 3	Stenography 1 and 2
Secretarial Training	Typing 1 and 2
Office Practice 1 and 2	Business Machines

2.1% of all subjects taken are technical, and include the following:

Woodwork 1, 2 and 3	Metal Work 1, 2 and 3
Electricity 1, 2 and 3	Automotives 1, 2 and 3
Printing 1 and 2	Arts and Crafts 1, 2 and 3
Fabrics and Dress 1, 2 and 3	Home-making 1, 2 and 3
General Mathematics 3	

The remaining 1.3% consists of home economic subjects.

The student's choice of subjects is influenced by the following considerations:

- 1) Preference of the individual;
- 2) Standing of student in Grade IX;
- 3) Curriculum requirements (100 credits are necessary to complete high school);
- 4) Availability of the courses in the Edmonton high schools (Cf. Page 4).

The percentages show that 46.7% of the subjects taken by children of professional men, 42.6% of the subjects taken by the children of business managers and proprietors, 40.4% of those taken by farmers' children and 30.4% of the subjects taken by laborers' children are academic. These figures show that except for children of laborers, children of the occupational groups still chose the greater percentage of their electives from the academic subjects.

Children of laborers chose 19.3% of their subjects from commercial, technical and home economic options, a much lower percentage than to be expected. The children from Group 7 - 11, skilled tradesmen, chose 14.6% from these options, children of men employed in public and personal service chose 13.3% and children of professional men chose 7.3%.

No matter how the 67 units of credit are chosen from the optional subjects they lead to the same certificate, the High School Diploma. There are no special certificates in commercial subjects, in technical subjects or in matriculation subjects. All students who obtain 100 credits qualify for the same High School Diploma. But pupils still chose the academic subjects in preference to the new electives offered.

The occupation of the father does influence a pupil's choice of subjects. Children of highly trained men take most of their options from

the academic electives and children of unskilled laborers take less options from the academic electives and more from the commercial, technical and home economic electives.

Problem 4: Does the A, B or C standing of a pupil determine his choice of options?

Data relating to Problem 4 follow, in Tables IV, V and VI.

TABLE IV
CHOICE OF SUBJECTS BY "A" STUDENTS

Parental Occupation	No.* of Students	Eng. S.S.	Acad.	Gen.	Com.	Tech.	House Ec.	Total Courses
1 and 3	271	1116	1954	699	248	32	38	4087
2	168	723	1370	424	140	17	11	2685
4 and 5	262	1064	1874	701	188	24	34	3885
6	151	637	1018	418	162	46	23	2304
7 - 11	204	810	1325	509	224	53	27	2948
12	132	544	917	340	110	39	19	1969
13 and 14	95	327	535	215	99	17	7	1200
15	44	164	273	94	34	14	3	582
16	30	106	151	74	45	8	3	387
17 - 20	145	577	959	392	142	26	20	2116
Totals	1502	6068	10376	3866	1392	276	185	22,163
Per cent		27.3	46.8	17.4	6.2	1.2	0.8	

* Figures obtained from the questionnaire.

Pupils with A standing chose more academic options and less commercial, technical or home economic options than pupils with B or C standing.

TABLE V

CHOICE OF SUBJECTS BY "B" STUDENTS

Parental Occupation	No. of Students	Eng. S. S.	Acad.	Gen.	Com.	Tech.	House Ec.	Total Courses
1 and 3	162	695	1019	537	207	36	39	2533
2	82	336	505	245	73	22	6	1187
4 and 5	147	588	759	492	229	35	35	2138
6	125	567	829	456	155	28	22	2057
7 - 11	188	715	840	571	310	66	55	2557
12	116	445	531	382	191	57	28	1634
13 and 14	79	294	367	222	67	45	29	1024
15	37	146	179	133	48	14	2	522
16	33	114	131	96	43	21	7	412
17 - 20	98	401	494	286	140	38	38	1397
Total	1067	4301	5654	3420	1463	362	261	15,461
Per cent		27.8	36.5	22.1	9.4	2.3	1.6	

B students take 10.3% less academic electives than the A students and 15.7% more academic electives than C students.

TABLE VI

CHOICE OF SUBJECTS BY "C" STUDENTS

Parental Occupation	No. of Students	Eng. S. S.	Acad.	Gen.	Com.	Tech.	House Ec.	Total Courses
1 and 3	55	172	127	193	100	29	7	628
2	23	78	58	82	16	7	11	252
4 and 5	65	252	202	231	126	27	10	848
6	41	159	143	167	54	32	12	567
7 - 11	76	247	173	256	103	63	28	870
12	60	205	142	242	84	41	16	730
13 - 14	39	128	86	139	68	25	17	463
15	11	51	49	43	2	20	5	170
16	25	75	40	67	50	20	8	260
17 - 20	47	140	77	148	115	21	16	517
Total	447	1507	1097	1568	718	285	130	5305
Per cent		28.3	20.8	29.6	13.4	5.3	2.5	99.9

Pupils with C standing select 19.1 % less academic subjects than "A" students, and 15.7% less than "B" students.

TABLE VII

PERCENTAGE OF SUBJECTS TAKEN BY "A", "B", "C" STUDENTS

Student	English S. S.	Acad.	Gen.	Com.	Tech.	House Ec.
"A"	27.3	46.8	17.4	6.2	1.2	0.6
"B"	27.8	36.5	22.1	9.4	2.3	1.6
"C"	28.3	20.8	29.6	13.4	5.3	2.5

Percentages were obtained from Tables IV, V and VI.

An "A" student takes more academic electives and less of the other electives than a student from any other group.

A "B" student takes 10.3% less than an "A" student and 15.7% more than a "C" student.

A "B" student takes 4.0% less commercial subjects than a "C" student.

A "C" student takes 26.0% less academic electives than an "A" student and 7.2% more commercial electives, 4.1% more technical, and 1.7% more home economic options.

The standing of a pupil does determine his choice of electives. The pupils that were graded "A" chose more academic electives than the pupils of lower grades. The pupils with standing lower than "A" chose fewer academic electives and more commercial, technical and home economic options than those with "A" standing. The lower the standing, the greater the probability that the pupil will choose a more practical curriculum, a curriculum that will serve as a "terminal point" in his education and prepare him for wage earning.

TABLE VIII

NUMBER OF "A", "B", "C" STUDENTS IN EDMONTON HIGH SCHOOLS
BY OCCUPATIONAL GROUPS

Occupational Group	Number A Students from Grade IX	Number B Students from Grade IX	Number C Students from Grade IX	Number blanks in Questionnaire	No. students answering Questionnaire
1 and 3	271	162	55	8	496
2	168	82	23	2	275
4 and 5	262	147	65	10	484
6	151	125	41	7	324
7 - 11	204	188	76	6	474
12	132	116	60	5	313
13 and 14	95	79	39	4	217
15	44	37	11		92
16	30	33	25		88
17 - 20	145	98	47	7	297
Totals	1504	1067	447		

Problem 5: Does the percentage of "A", "B", "C" students vary in each occupational group?

Data relating to Problem 5 follow, in Table IX.

TABLE IX

PERCENTAGE OF "A", "B", "C" STUDENTS, BY OCCUPATIONAL GROUPS

Occupational Group	"A" Students	"B" Students	"C" Students	Blanks in Questionnaire
1 and 3	54.6	32.6	11.0	1.8
2	61.0	29.8	8.3	0.9
4 and 5	54.1	30.3	13.4	2.2
6	46.6	38.5	12.6	2.3
7 - 11	43.0	39.6	16.0	1.4
12	42.1	37.0	19.1	1.8
13 and 14	43.7	36.4	17.1	2.8
15	47.8	40.2	11.9	0.1
16	34.0	37.5	28.4	0.1
17 - 20	48.8	32.9	15.8	2.5

61.0% of the children of professional men in high schools are "A" students, 29.8% are "B" students, 8.3% are "C" students and 0.9% did not state their grading. Of the children of business managers and proprietors, 54.6% are "A" students, 32.6% are "B" students and 11.0% are "C" students. 1.8% did not state their standing. Of the children of unskilled laborers, 34.0% are "A" students, 37.5% are "B" students and 28.4% are "C" students.

Conclusion: The social inheritance of a child influences his progress in school and the children of unskilled and untrained men have either less ability or less ambition than the children of parents who have taken advantage of an education.

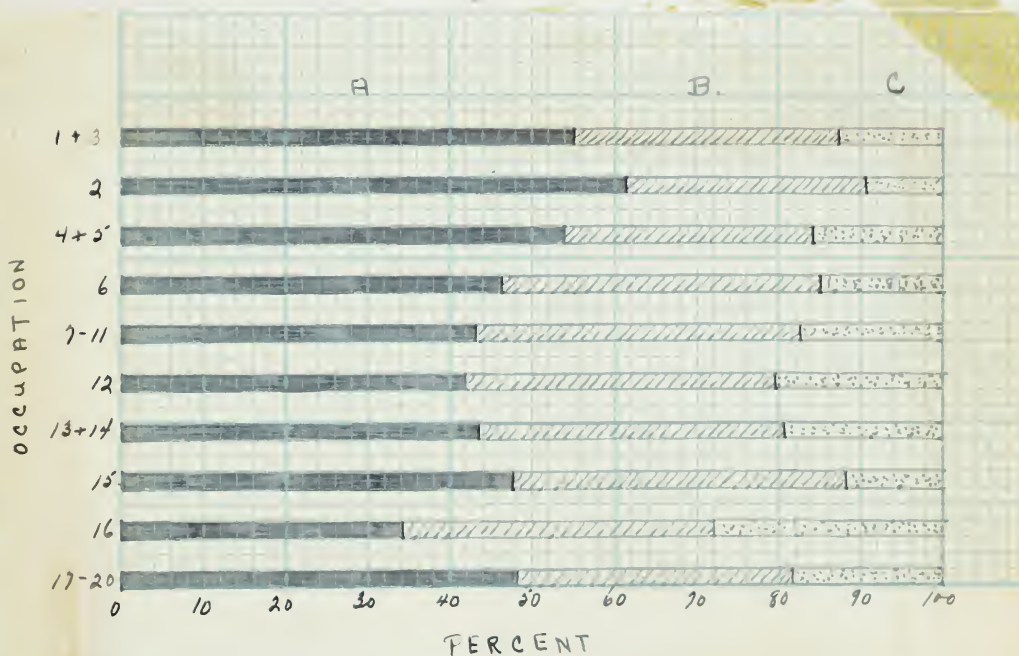


Figure 3: Showing the percentage of "A", "B" and "C" students in high school from each occupational group.

CHAPTER IV

PARENTAL OCCUPATION AND EXPECTATIONS FOLLOWING GRADUATION

Does a relationship exist between the occupation of a father and his child's prospects for the future.

Problem 6: Is there a relation between parental occupation and a pupil's prospects following graduation from high school?

Data concerning this question follow in Table X. They were obtained from questions (9) and (10) in the questionnaire. (Question (9): Do you expect to go to University?" Question (10): "To Normal School?"")

TABLE X

EXPECTATIONS FOLLOWING GRADUATION OF 3060 EDMONTON HIGH SCHOOL STUDENTS

Occupational Group	No. pupils in high school	Students planning to attend --							
		University		Normal S.		Neither University nor Normal S.		Both University and Normal S. ¹	
		%		%		%		%	
1 and 3	496	232	46.7	19	3.8	213	42.9	6	6.6
2	275	154	56.0	14	5.1	83	30.2	9	8.7
4 and 5	484	157	32.4	21	4.3	260	53.7	6	9.6
6	342	70	20.4	87	25.4	135	39.4	2	14.8
7 - 11	474	122	25.7	29	6.1	278	58.6	1	9.6
12	313	71	22.6	11	3.5	204	65.1	1	8.8
13 and 14	217	38	17.5	15	6.9	153	70.5	5	5.1
15	92	14	15.2	15	16.3	53	57.6	1	10.9
16	88	15	17.0	8	9.1	58	65.9	0	8.0
17 - 20	297	58	19.5	25	8.4	185	62.3	4	9.8
All groups	3060	931		244		1622		35	

¹ Percentages include those students planning to go to both university and normal school and those not answering the question.

Of the 275 children in high school of professional men, 154 plan to go to university, 14 plan to go to normal school, 9 plan to go to both university and normal school, and 83 do not intend to go to either.

Of the 88 children in high school whose fathers are unskilled laborers. 15 plan to go to university, 8 to normal school, none to both university and normal school, and 58 to neither.

These figures are presented graphically in Figure 4.

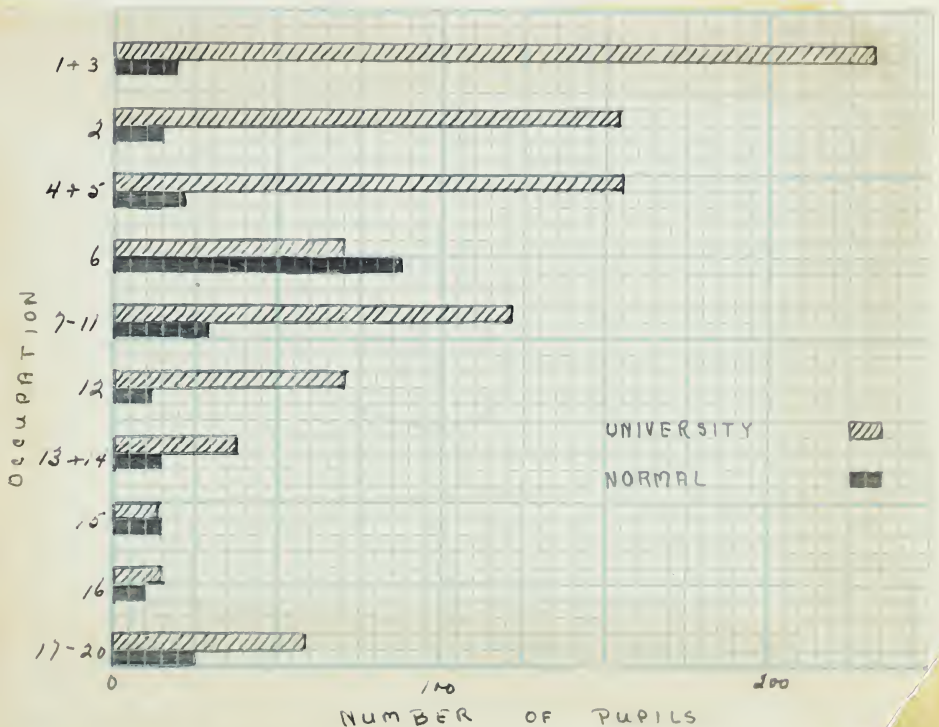


Figure 4: Showing the number of pupils in the Edmonton high schools, by occupational groups, planning to attend university and normal school.

Problem 7: How will the various occupational groups be represented in university?

Data relating to Problem 7, obtained from the survey questionnaires, follow in Table XI.

TABLE XI
HIGH SCHOOL STUDENTS FROM EACH OCCUPATIONAL GROUP
PLANNING TO ATTEND UNIVERSITY

Occupational Group	Number	Percentage
1 and 3	232	24.9
2	154	16.6
4 and 5	157	16.9
6	70	7.5
7 - 11	122	13.1
12	71	7.6
13 and 14	38	4.1
15	14	1.5
16	15	1.6
17 - 20	58	6.2
All groups	931	100.0

Of the 931 students stating their intentions of attending university, 232, or 24.9%, are the children of business managers or proprietors, 154, or 16.6%, are the children of professional men, 71, or 7.5%, are the children of farmers, and 15, or 1.6%, are the children of common laborers.

The probable significance of these findings is as follows:

Children in the higher income brackets know that their parents can pay for their university education for them. Men in Group 1 and 3 may not have had a university education and probably want their children to have a better education than they have had. Children of men in Group 16, on the other hand, know that they cannot expect any financial aid from their parents.

Unless, then, the latter are possessed of an urgent personal ambition, they will take it for granted that it will not be possible for them to attend university.

Problem 8: From what occupational groups do we expect our future teachers?

Data, obtained from the questionnaire, follow in Table XII.

TABLE XII

HIGH SCHOOL STUDENTS FROM EACH OCCUPATIONAL GROUP PLANNING TO ATTEND NORMAL SCHOOL

Occupational Group	Number	Percentage
1 and 3	19	7.8
2	14	5.7
4 and 5	21	8.6
6	87	35.6
7 - 11	29	11.9
12	11	4.5
13 and 14	15	6.2
15	15	6.2
16	8	3.3
17 - 20	25	10.2
All groups	244	100.0

244 students in the Edmonton high schools stated their intentions of attending normal school. Of these --

87, or 35.6%, are the children of farmers,

29, or 11.9%, are the children of skilled tradesmen,

14, or 5.7%, are the children of professional men,

8, or 3.2%, are the children of unskilled laborers.

A probable reason for the preponderance of farmers' children is that farmers want their children to obtain the type of education which will be most remunerative. Another reason for this figure's being somewhat out of line is that 287 children of farmers come from out of town to attend high school.



Figure 5.- Showing how the Edmonton population will be represented at university and normal school in the next four years. Figure 5 represents graphically the data in Tables XI and XII.

Problem 9: Does the A, B, C standing of a pupil influence his expectations following graduation from high school?

Data concerning this problem follow, in Tables XIII, XIV, and XV. The higher the standing of a pupil in Grade IX, the more optimistic he is concerning his chances of attending university.

42.8% of the "A" students plan to go to university, 6.8% to normal school. 22.1% of the "B" students plan to go to university and 9.9% plan to go to normal school. Of the "C" students, 9.6% plan to go to university and 7.1% to normal school.

TABLE XIII

STANDINGS OF STUDENTS PLANNING TO ATTEND UNIVERSITY

Occupational Group	"A" Students	"B" Students	"C" Students	Standing not stated	No. of Students
1 and 3	158	61	11	2	232
2	112	37	4	1	154
4 and 5	113	31	8	5	157
6	44	24	2		70
7 - 11	81	33	8		122
12	46	22	3		71
13 and 14	31	7			38
15	9	4	1		14
16	5	6	4		15
17 - 20	44	11	2	1	58
All groups	643	236	43	9	931

Of the 154 children of professional men planning to go to university, 112 are "A" students, 37 are "B" students, 11 are "C" students. Of the 157 children whose fathers are in Clerical and Commercial service, 113 are "A" students, 31 are "B" students, 8 are "C" students. Of the 15 whose fathers are unskilled laborers, 5 are "A" students, 6 are "B" students and 4 are "C" students.

Of the 70 children of farmers planning to attend university, 44 are "A" students, 24 are "B" students, 2 are "C" students. The number of farmers' children planning to attend university is large because it includes the children of farmers living outside Edmonton.

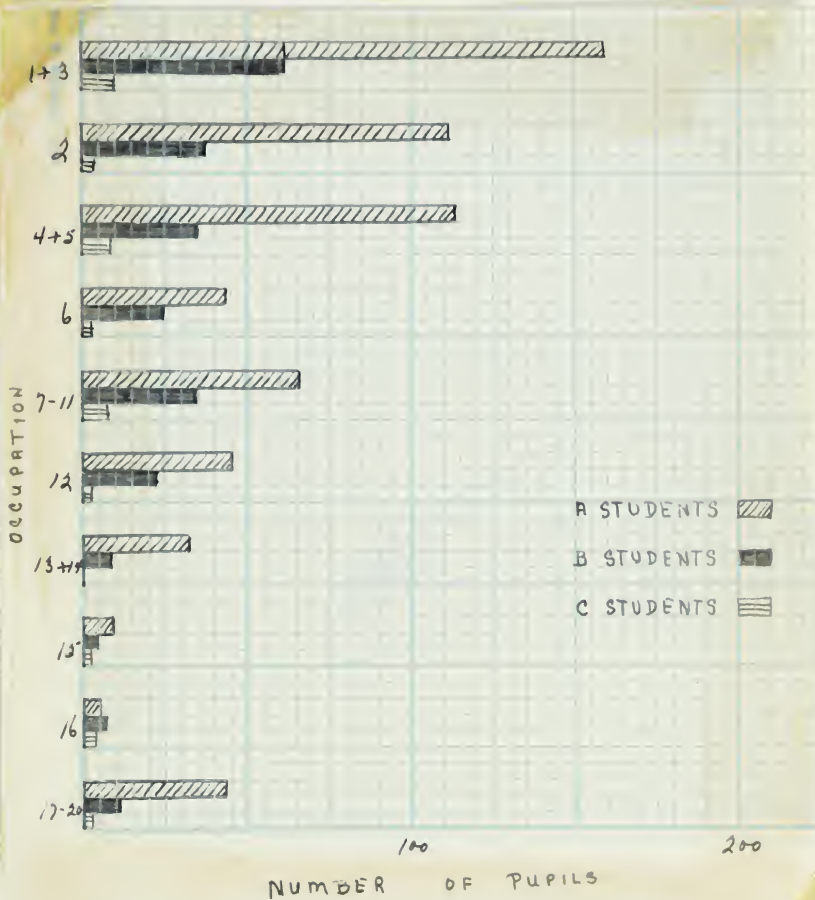


Figure 6.- Showing the number of "A", "B" and "C" students planning to attend university, by occupational groups.

TABLE XIV

STANDINGS OF STUDENTS PLANNING
TO ATTEND NORMAL SCHOOL

Occupational Group	"A" Students	"B" Students	"C" Students	Standing not stated	No. of Students
1 and 3	8	8	3		19
2	8	3	3		14
4 and 5	11	9	1		21
6	34	42	11		87
7 - 11	9	18	1	1	29
12	4	4	3		11
13 and 14	6	4	4	1	15
15	5	7	3		15
16	3	3	2		8
17 - 20	15	8	1	1	25
All groups	103	106	32	3	244

Of the 19 students planning to attend normal school whose fathers are either business managers or proprietors, 8 are "A" students, 8 are "B" students, 3 are "C" students. Of the 87 whose fathers are farmers, 34 are "A" students, 42 are "B" students, 11 are "C" students.

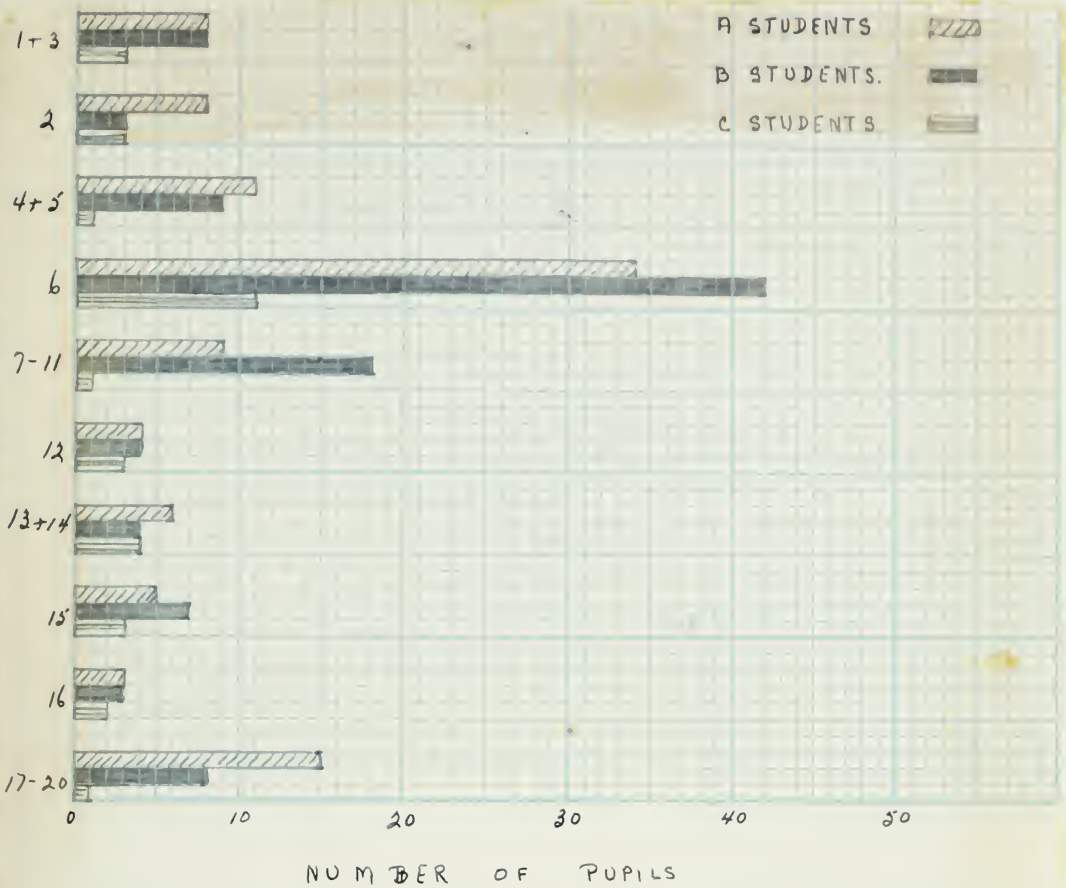


Figure 7.- Showing the number of "A", "B", "C" students planning to attend normal school, by occupational groups.

TABLE XV

NUMBER AND PERCENTAGE OF "A" "B" "C" STUDENTS
PLANNING TO ATTEND UNIVERSITY AND NORMAL SCHOOL

Grade IX standing of students	Normal School		University		Number of students
	Number	%	Number	%	
"A"	103	6.8	643	42.8	1502
"B"	106	9.9	236	22.1	1067
"C"	32	7.1	43	9.6	447
Blank	3		9		44
Total	244	7.9	931	30.4	3060

6.8% of the "A" students in Edmonton high schools plan to attend normal school, 42.8% to attend university.

9.9% of the "B" students plan to attend normal school, 22.1% to attend university.

7.1% of the "C" students plan to attend normal school, 9.6% to attend university.

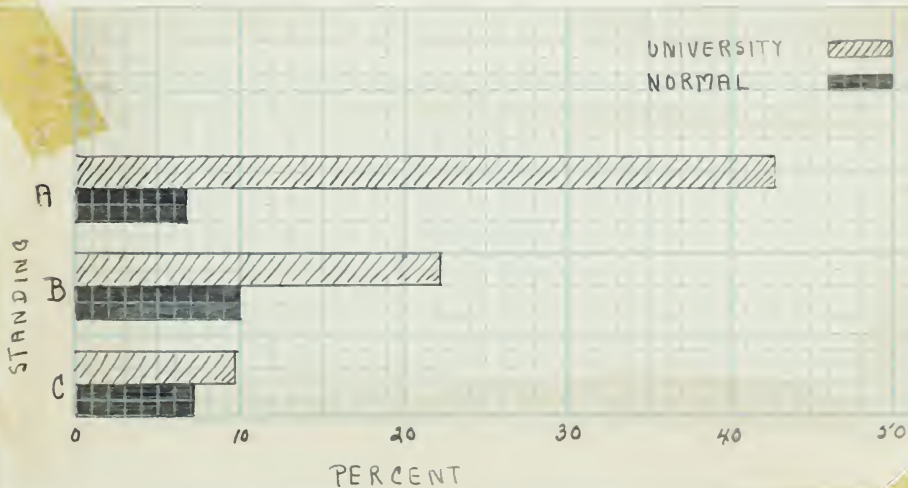


Figure 8.- Showing the percentage of "A", "B" and "C" students planning to attend university and normal school.

Problem 10: Does the economic status of parents vary by occupational groups, and does economic status influence a child's expectations following graduation?

Data concerning this Problem follow in Tables XVI and XVII.

TABLE XVI

STUDENTS PLANNING TO GO TO UNIVERSITY AND
ESTIMATED ECONOMIC STATUS OF THEIR PARENTS

Number of students	Economic status	By Occupational Groups									
		1&3	2	4&5	6	7-11	12	13&14	15	16	17-20
2	0										2
2	1										2
3	2				1					1	1
11	3	1	1	1		2		2	1		3
14	4				3	2	2	1		1	5
25	5		1	4	5	5	1		3	4	2
32	6	2	3	2	6	5	2	3	1	3	5
45	7	4	3	6	1	10	7	2		2	10
49	8	7	5	8	5	7	4	6		1	6
47	9	5	3	12	7	8	1	3		2	6
32	10	7		5	6	7	4	1	1	1	
41	11	6	2	11	3	5	5	5	2		2
43	12	8	8	4	5	5	5	3	3		2
29	13	7	2	6	4	5	4		1		
41	14	7	6	12	2	3	8	1			2
41	15	9	4	11	3	6	7	1			
57	16	16	10	15	1	8	3	2			2
86	17	31	13	14	6	11	5	4			2
76	18	26	16	15	4	6	5	1	2		1
92	19	39	18	13	2	11	5				3
72	20	23	25	7	4	10	2	1			
55	21	24	16	5	2	4	1	1			2
31	22	9	14	6		2		1			
5	23	1	4								
931		232	154	157	70	122	71	38	14	15	58
15.3	Median	17.2	18.0	14.6	10.3	13.0	13.0	10.2	10.5	5.5	6.9

The economic status of the parents, by occupational groups, was estimated by weighting questions of the questionnaire. One point was given for each affirmative answer to each of the following questions asked on the

questionnaire re "Information About Father."

Question (14) Has he had a steady job during the last five years?

Question (15) Is he the owner or part owner of the business in which he works?

Question (18) Does he own or rent your home?

Question (19) Does he own a car? What make? If the car were a Cadillac, Buick, Studebaker, Dodge, LaSalle, Nash, DeSoto, Chrysler, or above the Plymouth or Chevrolet price range?

Question (20) What year, if the car were not older than 1935?

Question (16) Does he pay for life insurance? Two points were allowed for "yes."

Question (17) Does he pay income taxes? Five points were allowed for "yes."

Information About Your Home: (For each item in the following list checked, one point was allotted.)

piano	vacuum cleaner
radio	ice refrigerator
telephone	bathroom
typewriter	electric or gas refrigerator
writing desk	bicycle

The highest possible economic status is 23.

A curve representing the figures in Table XVI would be positively skewed.

TABLE XVII

STUDENTS PLANNING TO GO TO NORMAL SCHOOL AND
ESTIMATED ECONOMIC STATUS OF THEIR PARENTS

Number of students	Economic status	By Occupational Groups									
		1 & 3	2	4&5	6	7-11	12	13&14	15	16	17-20
3	0					1					2
1	1								1		
7	2				1	1		2	1		2
11	3			1	2	1		1	2	1	1
17	4	1	3		7	2			1	2	2
21	5		1		11	2		1	2	1	3
23	6		1	3	6	2	1		3		6
25	7	1	3	3	8	3		2	2	1	2
15	8	1			5	1	1	2		1	1
20	9	4		2	11	1		2		1	2
17	10	1		3	6	3	1	2			1
14	11	1		1	7	2	1			1	1
14	12	1	1	2	7	1	1	1			
11	13	1			5	1	3				1
10	14	1		1	4	1	1	1	1		
7	15	1	1	1	2	2					
5	16	1			2			1	2		
6	17			2	2		1				
6	18	1	2	1	1		1				1
4	19					1					
3	20	3				2					
3	21	1	2			1					
1	22			1							
	23										
244-		19	14	21	87	29	11	15	15	8	35
7.9	Median	11.5	6.6	9.5	8.3	8.3	12.2	7.7	5.1	5.0	5.4

A curve representing these figures would be negatively skewed.

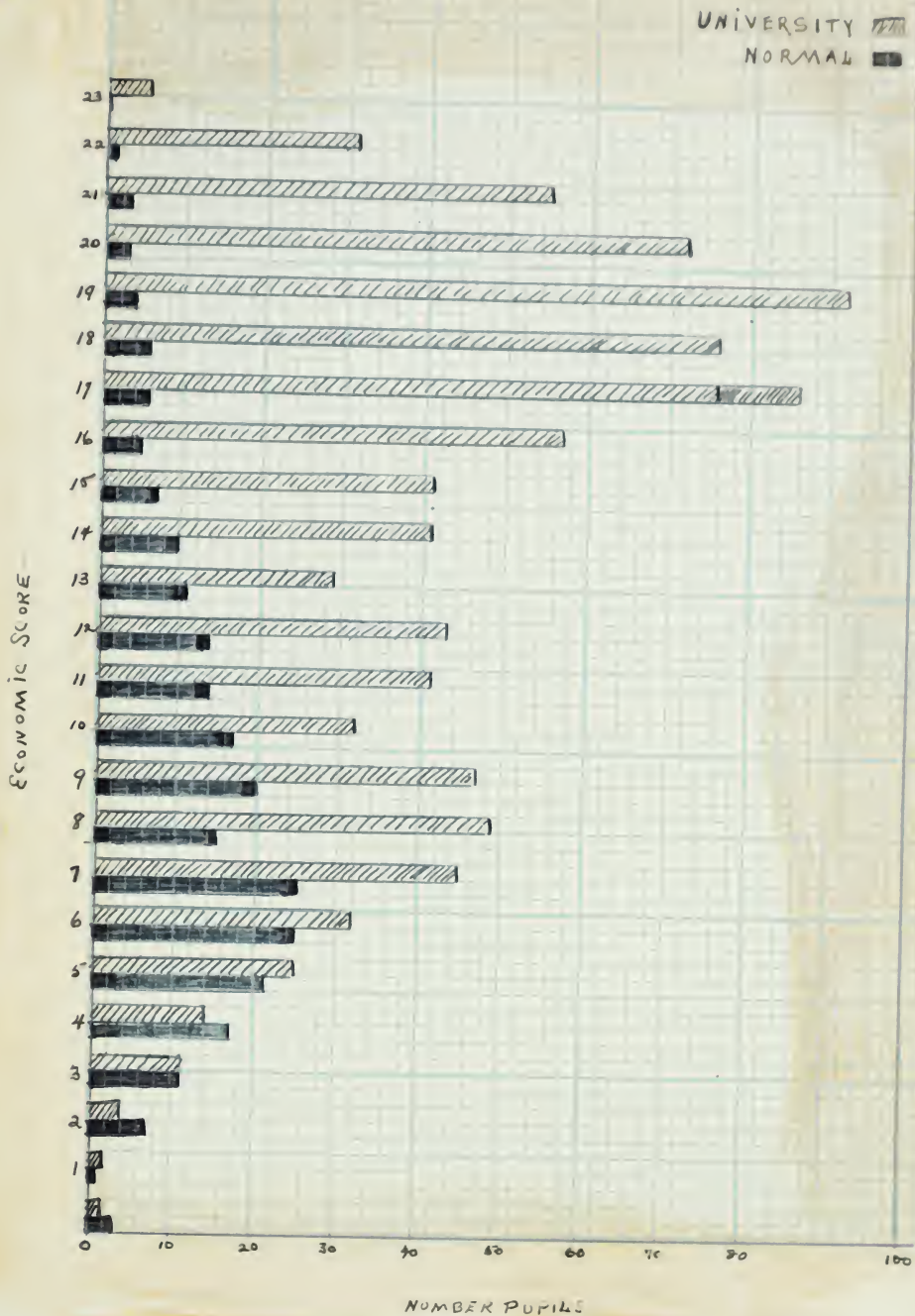


Figure 9.- Showing the economic status of the parents of the students in the Edmonton high schools planning to attend university or normal school following graduation.

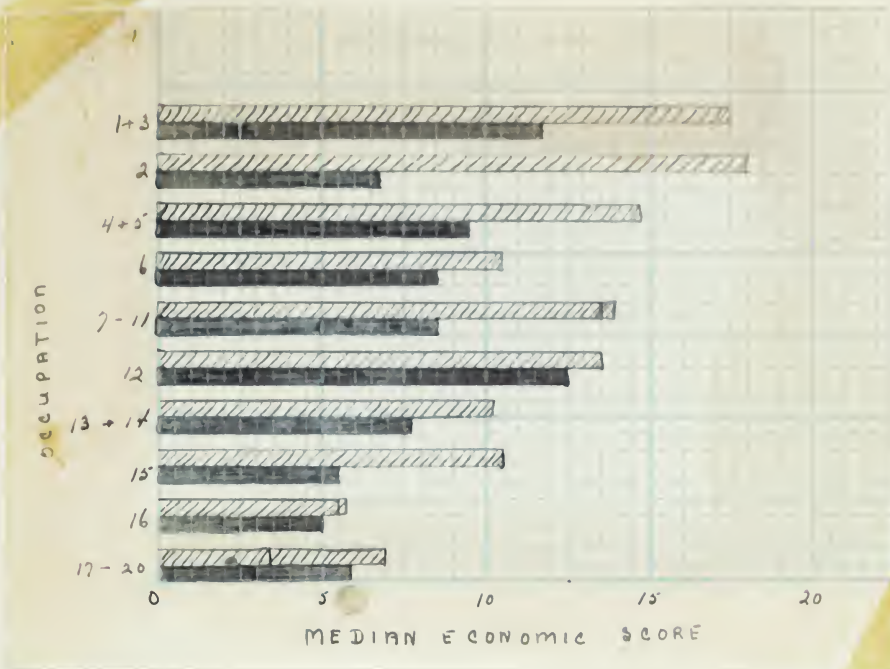


Figure 10.- Showing the median economic score of parents of children planning to attend university and normal school.

CHAPTER V

A COMPARISON WITH A PARALLEL SURVEY MADE IN THE CARDSTON INSPECTORATE

In November, 1941, a parallel investigation was undertaken in the Cardston inspectorate by A. E. Evenson.

Three of his tables, including his conclusions, follow.

ECONOMIC STATUS OF PARENTS AND ITS INFLUENCE ON POST- GRADUATION PLANS OF STUDENTS

Part I: Economic status of parents, based on ownership of business and home, and its influence on post-graduation plans of students.¹

TABLE IX

PERCENTAGES OF STUDENTS GOING TO UNIVERSITY AND NORMAL SCHOOL, IN
RELATION TO PARENTS' OWNERSHIP OF BUSINESS AND HOME²

Economic Status of Parents	Percentage going to university	Percentage going normal school	Percentage not go- ing to either
Owms both	34.9	22.4	47.1
Owms one	34.7	18.5	48.8
Owms neither	24.3	18.2	63.5

The above table is a complete summary. All students from Grades IX, X, XI, and XII are included. From the information given we can draw the following conclusions:

1. The higher the economic status of parents, the greater is the percentage of students going to university.
2. The higher the economic status of parents the greater is the percentage of students going to normal school.
3. As the economic status of the parents decreases, the percentage

¹ Evenson -- page 32

² Evenson -- page 33

of students not going to either university or normal school increases.

Part II: Economic status of parents, based on Income Tax, life insurance and ownership of motor car, and its influence upon the students' post-graduation plans.¹

TABLE XVI

PERCENTAGES OF STUDENTS GOING TO UNIVERSITY AND NORMAL SCHOOL IN RELATION TO ECONOMIC STATUS OF PARENTS, AS MEASURED BY TAX ON INCOME, LIFE INSURANCE AND OWNERSHIP OF MOTOR CAR²

Frequency of Economic Status	Percentage going to university	Percentage going to normal school	Percentage not going to either
3	50.0	17.2	39.1
2	34.6	22.1	50.9
1	30.2	22.9	55.1
0	22.5	18.0	63.1

There are at least two definite conclusions that we might draw from Table XVI:

1. The higher the economic status of parents, the greater is the percentage of students going to university.
2. As the economic status of parents decreases, the percentage of students not going to either university or normal school increases.

Part III: Economic status of parents, based on the number of conveniences found in the home, and its influence on post-graduation plans of the students.³

¹ Part II -- Evenson, page 41

² Table XVI -- Evenson, page 47

³ Part III -- Evenson, page 50

TABLE XVIII

PARENTS' ECONOMIC STATUS BASED ON THE NUMBER OF CONVENIENCES
FOUND IN THE HOME AND ITS INFLUENCE ON POST-GRADUATION PLANS
OF STUDENTS IN GRADES IX, X, XI, AND XII¹

Frequency of Economic Status	Percentage going to university	Percentage going to normal school	Percentage not going to either
6 - 9	48.7	17.4	41.3
3 - 5	34.3	21.3	51.9
0 - 2	19.8	22.6	63.1

After an examination of Table XVIII, we might conclude as follows:

1. The higher the economic status of parents, the greater is the percentage of students going to university.
2. As the economic status of parents decreases, the percentage of students not going to either university or normal school increases.

I should like to compare Mr. Evanson's conclusions with the parallel findings in this investigation:

Mr. Evenson's conclusions

Results from the survey in Edmonton

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. The greater proportion of all students (about 63%) in Grades IX, X, XI, XII in the Cardston Inspectorate have parents or guardians that belong to the Agricultural Service. 2. The vocational group that has the greatest percentage of students-elect to attend university is the professional group. 3. Normal school training is about 40% less popular than university training for the students in this area. | <ol style="list-style-type: none"> 1. 10.6% of the high school students in Edmonton have parents that belong to occupational group 6, or farmers (cf. page 15). 2. The occupational group that has the greatest percentage of its students plan to attend university is group 1 and 3 (business managers and proprietors). 24.9% of the children planning to attend university are from this group (cf. page 27). 3. Normal school is 22.5% less popular than university training (cf. page 34).
of 3060 students, 244 elect normal school and 931 elect university. |
|---|--|

¹ Table XVIII -- Evenson, pages 50-51.

Mr. Evenson's conclusions

4. Most of the students who elect normal school training come from the Agricultural group. However, this report shows the Labor Group to have the greatest percentage of its students elect this type of training. Only a slight difference exists, however, over certain other groups.
5. The higher the economic status of the parents, the greater is the tendency for students to plan on education above the secondary level.
6. Also, the higher the standing obtained on the Grade IX examinations, the greater is the tendency for students to elect university training rather than normal school training.

Results from the survey in Edmonton

4. 35.6% of the pupils planning to attend normal school come from Group 6; i.e. farmers, (cf. page 32).
5. The higher the economic status of the parents, the greater is the tendency for students to plan to go to university rather than to normal school (cf. Figure page 29).
6. Of the "A" students in the Edmonton high schools, 42.8% plan to attend university and 6.8% plan to attend normal school. The tendency is for students of greater ability to plan to go to university.

CHAPTER VI

CONCLUSIONS AND INTERPRETATIONS

There is a selective principle in secondary education today. There are equal educational opportunities only for those students who can afford to take advantage of them.

1. Parental occupation does determine a child's chance of going to high school (cf. page 25). The child of a laborer has less chance of going to high school than the child of a professional man.

2. The representation from the occupational group in the high school population of Edmonton is as follows:

46.6% of our high school population comes from Group 1 and 3, business managers and proprietors; Group 4 and 5, clerical and commercial service; and Group 7-11, trade and industry. 2.9% comes from Group 16, laborers.

3. Parental occupation does influence a child's choice of subjects (cf. Table II, page 15).

Children of professional men chose 46.7% of their subjects from the academic electives, and 7.3% from commercial, technical and home economic electives. Children of laborers chose 30.4% of their subjects from academic electives and 19.3% from commercial, technical and home economic electives.

4. The standing a student obtains from Grade IX does determine his choice of options (cf. page 20, Table V).

"A" students select 36.8% academic electives, 6.2% commercial, 1.2% technical and 0.8% home economic.

"B" students select 36.5% academic electives, 9.4% commercial, 2.3% technical and 1.6% home economic.

"C" students select 20.3% academic electives, 13.4% commercial, 5.3% technical, and 2.5% home economic.

5. There is a close relationship existing between the occupation of a father and the child's standing obtained in Grade IX (cf. Table VII page 22).

61.0% of the children of professional men are "A" students, 29.8% are "B" students, 8.3% are "C" students.

34.0% of the children of laborers are "A" students, 37.5% are "B" students, 28.4% are "C" students.

6. Parental occupation does determine a pupil's expectations following graduation from high school (cf. Table IX, page 23).

64.7% of the children of professional men plan to go to university, 5.1% plan to go to normal school, 30.2% plan to go to neither university nor normal school. 25% of the children of laborers plan to go to university, 9.1% plan to go to normal school, 65.9% plan to go to neither.

7. Of the pupils planning to be teachers, 35.6% are the children of farmers, 11.8% are children of men employed in trade and industry, 5.7% are the children of professional men, and 3.2% are the children of laborers (cf. Table X, page 25).

8. The standing a pupil obtains from Grade IX influences his expectations following graduation from high school (cf. Table XII, page 29).

Of the "A" students, 42.8% plan to go to university, 6.8% plan to go to normal school. Of the "B" students, 22.1% plan to go to university, 9.9% plan to go to normal school. Of the "C" students, 9.5% plan to go to university, 7.1% plan to go to normal school.

9. The economic status of parents determines a child's expectations following graduation from high school (cf. Figure X , page 25).

The higher the economic status of the parents, the greater the number of pupils planning to go to university. The lower the economic status, the greater the number planning to go to normal school.

CHAPTER VII

COMMENTS

There is a selective principle in our secondary educational system in Alberta. Children of poor parents in Edmonton need financial aid in order to go to high school.

1. 1. In this democratic country, all children of ability and initiative should have the opportunity of taking advantage of at least a Grade XII education. Therefore there is need for a scholarship system to help deserving, capable students to attend and finish high school.

2. There are still too many children taking academic options and too few taking advantage of the general, commercial, technical and home economic options. We must educate the public to the fact that there is not a stigma attached to the general, commercial, technical or home economic options, and that a pupil taking academic options is not necessarily educated or of superior intelligence. The second revised curriculum of high schools in Alberta has made the High School Diploma for Grade XII the same for all pupils regardless of the options selected. In September, 1942, the University of Alberta will accept a Grade XII Diploma as matriculation requirement. It is hoped this will influence pupils to elect more of the general, commercial, technical and home economic options.

3. If the parents realized that a Grade XII education does increase a child's ability to earn a living, they would be more interested in the matter of where their taxes go, and the appropriations made by the Government for education.

4. Relatively few children of parents with a low economic status have plans for attending university or normal school, whereas children of parents with a high economic status usually plan to go to university. Has the child of inferior ability whose parents have a high economic status greater

educational opportunities than the child of superior ability whose parents are poor and needy? If this is the situation, it may be we are shutting out the more able students. Are we maintaining for the children of the more favored classes a public institution at the tax-payers expense?

To insure more reliability in information and more accurate data from future questionnaires --

- i) The wording of the questions should be clear, direct, and simple, and require definite answers.
- ii) To insure full cooperation of teachers and pupils, notices, instructions and questionnaires should be sent in advance of the date set for the answering of the questionnaires.
- iii) If the cooperation of the parents could be enlisted, it would be preferable to have the questionnaires taken home and where necessary filled in by parents.
- iv) By not asking for names on the questionnaires it is believed embarrassment for either children or parents is avoided, and it is believed that parents may be more willing to give accurate information.
- v) The logical time to undertake an investigation where figures from the census are required is directly after the Federal Census has been published. Then the figures from the census should corroborate the findings of the investigation more accurately.



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